

Peer Review Process –

Sometimes as the author you are so engrossed in your work it is hard to keep a fresh perspective. As an educated professional, the peer review process enables us to have to get feedback and insight from colleagues. It also helps us reflect upon our work and encourages us to grow. While some peer review processes are very structured, others provide a space for discussion. We have tried to strike a balance, and have generated a list of questions to help guide the conversations and thought processes as you support each other in developing curriculum for student understanding!

Questions to discuss when looking at a unit exploring UBD's Stage 1:

1. Did the unit clearly capture the content that is important to address in this unit? Would you add anything to the list?
2. How does 'the what' of the unit reflect the content standards of the city and state for the discipline?
3. How does the what of the unit reflect the magnet standards?
4. What skills would you teach as part of this unit? Is that evident in the unit?
5. Would you agree with the big ideas? Would you have added another big idea / enduring life lesson to this unit?
6. Do you agree with the essential question as the enduring life issue? How would you modify it?
7. Does the essential question connect to the school's theme? Would you have done something differently?
8. Is the essential question provocative and kid friendly?

Questions to discuss when looking at a unit exploring UBD's Stage 2:

9. Is the culminating project rigorous? Would you suggest any changes?
10. Does the culminating project allow for the students to demonstrate their knowledge of the macro concepts of the unit?
11. Does the essential question drive the culminating project?
12. Does the projects rubric provide solid criteria?
13. What are the other types of assessments with in the unit?
14. Do the tests and quizzes evaluate the students knowledge of the micro content?
15. Do they prepare the students for the state and city tests within the discipline? How so? Would you suggest anything?
16. How does the culminating project incorporate the school's theme?

Questions to discuss when looking at a unit exploring UBD's Stage 3:

17. Evaluate the activity grasp / unit map –
 - i. does the time spent on each topic make sense? Why or why not?
 - ii. Does the map lay out milestones for the mini-unit assessments and culminating assessments?
 - iii. Are there additional skills that you would add?
18. How do the lessons address the essential understandings? Explain. Do you have any suggestions?
19. Do the lesson plans build upon each other and lead towards the assessment? How so?
20. Are the lessons engaging? Give an example?
21. Is there a lesson that you would add onto? Which one? How? Why?
22. How do the lessons meet the needs of a diverse audience of learners?
23. Do the lessons integrate a variety of resources and perspectives?